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ABSTRACT

This dictionary lists and defines approximately 360 words and phrases used in the field of human resource development (HRD). It reflects the opinions and collective expertise of a diverse range of HRD practitioners and faculty. The words and phrases selected were drawn from a search of more than 300 current and recent texts and 10 periodicals in HRD and related fields. Contains 11 references. (KC)

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THE DICTIONARY FOR HUMAN RESOURCE DEVELOPMENT

Compiled by

Douglas H. Smith, Ph.D.

Compiled In Collaboration With Selected

Human Resource Development Practitioners and Academicians

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Preface

The most rapidly growing field in education today is the educational programming being conducted for employees by employers. Collectively identified as human resource development (HRD), it has become the largest delivery system for adult learning. In a recent report by the American Society for Training and Development (Carnavale, 1986), the following facts were cited:

- At least $210 billion is spent annually for employee training and development. This can be compared to $238 billion spent for elementary, secondary and post secondary education.
- HRD provides the education for 70 percent of executive, professional and technical workers.
- HRD provides most skills acquired after age 25 and all skills for two out of three jobs.
- Employee participation in HRD programs has increased in the past five years, as well as the number of HRD professionals.

In a comprehensive study of corporate education, Eurich (1985) reports 18 corporations were offering college-level degree programs as of 1985. By 1988, 13 more corporations will also be offering college courses. Lusterman (1985) reported six out of ten employers had started new training programs in the previous two years (1983 - 1985).

This growth is relatively recent and reflects the base within which it is located, the contemporary workplace. HRD is primarily driven by the immediacy of present needs of the organization. Education and training is developed to orient new employees, retrain present employees, educate staff on new equipment and processes, prepare technical persons for managerial responsibilities (and vice versa) and, increasingly at many companies, provide opportunities for general growth and development within the framework of organizational needs. All this has been done by individual organizations, and, as stated in the ASTD report (Carnavale, 1986), HRD programs grew "because they were delivered by no single institution, were the subject of no law or policy, and went on quietly and efficiently, they grew invisibly, a silent postscript to employees formal
education (p. 4)."

Human resource development is a widespread, but, until recently, largely unrecognized discipline. Now, it is becoming distinctly identified in a number of areas - as a needed entity within companies and organizations, as a field of study, and as an economic factor deserving national, even international, attention.

The need for an acceptable, common vocabulary for HRD is critically important at this time. Such a base of defined words and phrases does not presently exist. If HRD is to establish itself as a viable and acceptable field of study and practice, a basic vocabulary is required. HRD, as a field of study, as a profession, and as an area of research and investigation requires a compendium of common, acceptable terms and basic definitions.

The benefits to the field are numerous. They include:

- Clarity of terms for the benefit of persons/students entering the field.
- Use by HRD practitioners in their work, with a common understanding of words and phrases regularly used to describe and implement their professional responsibilities.
- Words within the defined vocabulary can be used as the key words or "descriptors" for establishing a usable bibliographic base of HRD literature and studies. Libraries and other information depositories can develop descriptors based on accepted words and definitions.
- Use of the vocabulary as a framework for categorizing research studies in HRD, facilitating referencing and analysis.

Recognition of the need for this study and the above benefits were recognized by the American Society for Training and Development (ASTD). With the cooperation of the Society's Committee on Research and the HRD Professors Network, this study was fully supported by ASTD.

Present Definitions In Human Resource Development

An extensive search was conducted of over 300 current and recent texts and ten periodicals in HRD and related fields. A number of texts and articles gave specific definitions of words or phrases used in the text, but less than 20 texts provided a general glossary or list of definitions. No articles in recent periodicals, since 1977, provided a glossary. The source of most definitions came from the related field of adult education. This is understandable since adult education evolved into a discipline and area of study in the 1920's and 1930's. HRD, as an identifiable field originated in the 1940's, and is now evolving into a discipline and area of study and research.

Of the glossaries identified, the ones most helpful were Nadler's glossary (1984), the National Council for Adult Education's extensive list of adult learning terminology (1979), Bergevin (1965) and Houle's (1972) glossaries of terms for adult education, and Clark and Gottfried (1967) dictionary for business and fiance, and Law and Schaefer's (1971) glossary of vocational/technical terminology. A number of other texts provided a minimal amount of additional definitions, or support for the definitions given in the above texts.

Another source for general reference, and a prime guide for developing the format for the dictionary, were a number of standard dictionaries. Webster's *Collegiate* and *New International* dictionaries, and the *World Book Dictionary* were extensively used. These sources served as a basis for seeing how the words and phrases were generally defined.

A potential prime source of definitions, but more difficult to secure are lists developed by specific HRD units of larger corporations. As a good example of such lists, the author obtain a list of definitions prepared by the Nuclear Energy Division of Florida Power and Light (no date). It was well prepared and served as a basic source of a number of training words and phrases.

In sum, the search of the literature in the field, and related fields, provided little in the way of a comprehensive list of definitions. Collectively the identified glossaries and lists provided an adequate reference base for most words and phrases, but many words are given and defined for the first time in this list.

Design and Procedure

The development and preparation of this *Dictionary* was extensive and deliberate. Since this was the first comprehensive list of words and phrases for Human Resource Development, attention was given to the initial selection and refinement of the base list, the identification of the "panel of experts", and the collaborative defining of the selected words and phrases. The following steps were followed to assure the desired comprehensiveness and collective consensus of the defined words and phrases.

1. An initial list of 442 words and phrases identified in the literature as being used in human resource development was compiled and sent to an independent group of HRD practitioners and academicians for review. They were asked to submit any words and phrases not included in the original list, and delete words that should not remain. A number of words were submitted, many of which were included in the revised list. The words deleted, including some in the original list, were those that a majority of the reviewers recommended be deleted.

2. A total of 373 people in human resource development were sent the revised list and asked to indicate both their willingness to participate and their recommendations for words to be added or deleted from the revised list. From those that responded a review panel of 41 selected HRD practitioners and consultants, human resource development and adult education faculty, and selected leaders in the American Society for Training and Development (ASTD) were selected and invited to participate in the study.

3. A second revision of the list was prepared and definitions written. Attention was given to distinguishing between conceptual and operational definitions. A single definition was the goal, but multiple definitions were often necessary for some words and phrases (e.g., adult education is both a process of learning by adults, and a specific program title for programs conducted in public schools and some community colleges).

4. The list of proposed definitions were submitted to the review panel. A format was developed allowing (1) acceptance of the definition, (2) acceptance with minimal editing, and (3) proposed rewrite. The lists were returned and the responses compiled and resubmitted to the panel for four reviews.

Consensus was reached for most of the words. Agreement of some words and phrases was not achieved. In these instances an assessment was made in regards to the degree of difference. If there were a substantial number of the panel that accepted a differing definition than the majority of the panel, inclusion of the definition was considered and often listed. In most cases, the differing definition reflected the use of the term or phrase in another country and

environment. When there were single adherents to a preferred definition, they were not listed in the final list of definitions.

Summary

The *Dictionary* that evolved from this careful process is the most comprehensive list of words and phrases ever developed for the field of human resource development (HRD). It reflect the opinions and collective expertise of a diverse range of HRD practitioners and faculty. Careful attention was given to the importance of the defined terms reflecting current thought and use. It was not the intention of this study to reject definitions commonly accepted. Neither was it only to duplicate all current definitions. Indeed, the lack of a comprehensive list required a number of terms and phrases to be defined for the first time. It is hoped, however, that with the involvement of a broad base of contemporary leaders and thinkers from the field, the list will be accepted and used for its ultimate purpose - a common reference by practitioners and students for the advancement of human resource development.

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The Dictionary
For Human Resource Development

Accountability. Assignment of responsibility for specified performance, outcomes and results to a person, group or organization.

Accreditation. Formal recognition of instructional programs by a recognized accrediting organization.

Adult. A person who has reached an age of maturity as defined by law, and has assumed adult social roles.

Adult education. (1) A process in which adults undertake learning activities to bring about changes in knowledge, attitudes, values or skills. (2) A name for the educational programs that organizations provide for adults. (3) A field of study that examines the disciplines of adult learning and the delivery of educational programming for adults.

Continuing education. Educational programming for adults conducted by public or private colleges and universities, government, business, industry and nonprofit organizations.

Continuing higher education. Educational programming providing independent learning through "off-campus" programs, correspondence, or electronic media for degree credit or no credit. In the U.S., educational programs for youth and adults conducted by the Cooperative Extension Service of land grant universities.

Adult basic education. **Remedial education**. Educational programming for under-educated or functionally illiterate adults in such areas as communication, literacy, mathematics, everyday coping skills, and citizenship.

Adult learning. A process in which the educational needs of adults, as perceived by themselves or others, are met through organized learning experiences, and utilizing methods, techniques, and resources appropriate to adults. Refer also to **Andragogy**.

Advisory committee. A group of persons, usually selected because of their expertise, position, or influence, brought together to review decisions, or to give advice on a project, program or organization.

Affective objective. See **Objective**.

Analysis. An examination of a problem by separating it into manageable parts and determining, where possible, a basic or root cause(es). Within human resource development, assessing job or occupational performances to determine the needs best satisfied through training, and/or other interventions. Refer also to **Appraisal**.

The fourth level in the six levels of cognative learning of Bloom (1984), identifying reasons, considering data, and analyzing conclusions.

Diagnosis. The process of determining the nature of a problem, frequently done by using tests or other appropriate instruments.

Andragogy. A model of assumptions about learning and strategies for facilitating learning that emphasizes self-directedness, the utilization of learners' experience as a resource for learning, and involves learners in sharing in the diagnosis of needs, the formulation of objectives, the construction and execution of learning plans, and the evaluation of learning outcomes.

Application. An instructional process which emphasizes the use of knowledge and skills in real-life situations, provided in training settings via such methods as simulation, case study or problem solving.
The third of four major instructional processes - recognition, recall, *application* and transfer, giving instruction in applying learned knowledge and skills. The third level of cognative learning in the six levels of learning of Bloom (1984), using learned information to solve a problem.

Appraisal. A systematic process for establishing the worth or value of an activity, program, event or person. The process is more subjective than quantitative. Refer also to **Analysis**.

Apprentice training. A structured instructional process in which a persons learn a trade or skill from an experienced person in a specified time period. Usually involves a trade or industry, often in cooperation with a school or government agency.

Apprenticeship. The contract which defines the responsibilities of the apprentice, the employer, and the school of government agency.

Assessment. A process of critically examining and estimating the present value or status of a person or activity, and needed or desired change(s). Within human resource development, the process of determining learning needs, and/or measuring change incurred by an educational experience.

Assessment center. A process of evaluating personal and professional strengths and weaknesses through simulation activities and testing. Often conducted for placement in upper middle and senior managerial positions.

Attitude. Predisposed thoughts and/or feelings toward persons, ideas, causes and events.

Attitude change. A difference in opinions and/or feelings toward persons, ideas, causes and events. Could be the result of learning.

Audio-visual. Audio-visual aids. See **Media.**

Basic education. See **Adult basic education.**

Behavior. The actions of a person, including verbal, physical, and emotional expression.

Behavior modeling. The process of identifying, describing and demonstrating desirable behavior or performance in the work setting and informing, educating and motivating employees to adopt the desired behavior within a positive, supportive environment.

Behavioral change. Modification of a person's actions including verbal, physical, and emotional expression.

Behavioral objective. See **Objective.**

Benchmark positions. See **Job model.**

Brainstorming. See **Methods/techniques.**

Budget. A plan of proposed income and expenditures for a specific period of time for an organization, unit, activity, or group. Also used as a financial standard to compare actual income and expenditures.

Career. A person's vocational/professional progress through life. Choices made to which educational, occupational and personal commitment is given.

Career development. A conscious and structured effort of persons to advance their vocational or professional proficiency, recognition and acceptance. May seek the help and support of organizations, employers, and/or professional societies. Refer also to **Organizational Career Development.**

Career education. A program designed to inform and assist persons in their career development and planning.

Career ladder. Career path. Terms symbolizing the progression or steps in a person's vocational or professional advancement. May also refer to a program developed by an employer to facilitate advancement within the organization.

Career planning. A process of becoming aware of the vocational or professional opportunities, constraints, choices, and consequences for identifying possible career alternatives; selecting the optimal career(s); and developing a strategy for achieving the selected career(s), with identifiable points and dates from which a person can take appropriate action toward achievement.

Organizational career development. A systematic approach developed by an organization to achieve an optimal match of individual needs with organizational needs and opportunities.

Case (case study, case incident). See **Methods/techniques**.

Certificate (of completion/of accomplishment). A document verifying the completion of specific, supervised learning experiences. There may or may not be formal classes or examinations. Usually a **Certificate of Completion** refers only to attendance at a program; A **Certificate of Accomplishment** refers to completion of specified learning experiences.

Certification. An acknowledgement by a professional group of a person's knowledge, skills and/or abilities in a particular area.

Diploma. A document given by a school, college or university verifying a person has completed a course of study.

Change agent. A person, group or program that affects, or seeks to affect, a different condition within behavioral, educational or organizational settings.

Client. Clientele. An individual or group that receives specific services and/or consultation from an organization, agency, or professional practitioner.

Climate. Within human resource development, a favorable or unfavorable condition for education, learning, or the accomplishment of work goals.

Climate management. The manipulation of an educational environment to facilitate favorable learning conditions.

Clock hour. See **instructional hour.**

Closed circuit television (CTV). Television transmitted by cable within specified facilities.

Closure. Actions by instructors, or programmed educational materials, designed to bring an instructional presentation to an appropriate conclusion. In human resource development, the appropriate conclusion to an instructional event.

Cognitive objective. See **Objective**.

Communication. A process of sending and receiving messages. Within human resource development, the process of providing instruction that is understood by the learner(s), and sending messages back to the instructor (feedback) to verify that the instruction is understood.

Closed communication. A limiting of messages sent and received due to constraints invoked

by one or more persons, or groups.

Nonverbal communication. The sending and receiving of messages without spoken or written communication. Also referred to as "body language."

Open communication. Messages sent and received with few constraints.

Oral communication. See **Verbal communication**.

Telecommunication. Messages sent and received via telephone, computer networks, or other transmission systems.

Verbal communication. Messages sent and received aurally.

Written communication. Messages sent and received in writing.

Communication skills. The ability to make oneself fully understood, principally by verbal and written means.

Competency. A functional skill necessary for the acceptable performance of a task.

Competency based. A performance oriented instructional process that facilitates and measures the demonstration of learning outcomes required for performing functional tasks.

Competency identification. The process of analyzing functional tasks and writing clear competency statements from which competency based instruction can be developed.

Competency study. The process of identifying and describing the sub-tasks and related knowledge, skills, and behavior necessary for the acceptable performance of a task.

Comprehension. The second level of learning in the six levels of cognative learning of Bloom (1984), organizing learned information so that it can be described in the learner's words, and used to make comparisons.

Computer assisted instruction (CAI). **Computer based training (CBT)**. See **Methods/techniques**.

Computer managed instruction. See **Methods/techniques**.

Conference. See **Delivery Systems/Formats**.

Consultant. **Resource person**. Within human resource development, an internal or external person with specific expertise who provides advice and/or facilitates problem solving in the solution of human resource problems, and/or the achievement of objectives, by other

individuals, groups or organizations.

Content. See **Subject**.

Continuing education. See **Adult education**.

Continuing education unit (CEU). A measure of participation in noncredit educational programs. Defined by the National Continuing Education Council (U.S.), one CEU equals ten (10) contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. While the definition has been accepted, the measure may differ when used by various professional associations.

Contract learning. Learning contract. See **Methods/techniques.**

Cooperative education. A program providing vocational-technical and career education through a joint cooperative arrangement between a school and employers. Participants receive academic education and related vocational instruction and on-the-job training. In secondary schools the program is primarily vocational-technical; in colleges and universities the program is primarily career oriented.

Coordinate. **Coordination**. The function of organizing and providing needed resources to persons, groups or organizations.

Correspondence study. See **Methods/techniques**.

Cost/benefit analysis. The process of comparing the resources used in specified activities with the value received. Within human resource development, the process of comparing the cost of instruction with the desired change in performance and productivity, or comparing the cost of instruction with the cost of no instruction.

Counseling. Assisting a person to solve a problem primarily through personal interaction.

Course. See **Delivery system/format**.

Criterion. Criteria (pl). Standards developed and used to evaluate a performance, product, or process. Within human resource development, a work performance standard which is stated as a learning objective.

Criterion test. An evaluation process to determine if a learning objective has been achieved.

Criterion-referenced judgments. Evaluation made by comparing a person's performance with some criteria of expected behavior.

Criterion-referenced instruction. Instructional programming in which specified criteria are

achieved by learners working at their own pace.

Critical incident. See **Methods/techniques**.

Cross Training. See **Retraining**.

Culture. The customs, practices, politics, rules, values and attitudes of a group.

Organizational culture. The customs, practices, politics, rules, values, and attitudes governing individual and group behavior within organizations.

Cross cultural education. A process in which individuals become aware of and sensitive to ethnic, racial and organizational cultures interacting between, and among organizations or groups.

Curriculum. A planned sequence of several educational activities in a given subject, leading to the acquisition of specified knowledge and skills.

Custom designed learning. Educational programs developed for specific persons, groups or an organization.

DACUM. A process employed when Developing A CUrriculuM (DACUM) to identify each element of a job through occupational analysis so that a learning/educational component can be developed and then taught to meet the tasks and skills performed in each occupation/job.

Demonstration. See **Methods/techniques**.

Delivery Systems/Delivery Formats. The arrangement of educational or training processes, and various methods and techniques developed and implemented to provide instruction to individuals, and/or groups of learners.

Computer Assisted/Computer Based Instruction. An organized sequence of instructional activities presented on computers. Includes instruction via compact disk and interactive video. Also refer to **Methods/Techniques**.

Class. A basic unit of organized, formal learning. Usually led by an instructor, having mastery of the subject matter, who presents the subject matter through appropriate methods over a period of time.

Clinic. Activities centered upon the study of specialized subject matter, focused on problems and utilizing subject experts. Learners are usually an occupational or professional group with similar interests and concerns.

Conference. A format designed to serve a number of groups, to discuss mutual problems, hear different opinions and views and, in some conferences, achieve acceptable solutions.

Course. A planned sequence of instructional activities for the acquisition of a skill or a body of knowledge, usually over a specified period of time.

Forum/Panel. Two or more subject specialists who either (1) present a brief lecture on the

assigned subject and then receive audience reaction, or (2) carry on a dialogue on the assigned subject. Designed to explore problems, present conflicting views, and examine pros and cons of a specific course of action.

Institute. A formal series of meetings to present instruction and/or information in a specific field or area. Institutes are usually conducted in a short period of time, e.g., five to ten days.

Internship/Intern. Supervised activities in a work situation providing exposure to the tasks and responsibilities of specific occupations and/or programs. The learner, the **intern**, applies learning received to a productive task for a specific period of time.

Lecture series. A number of lectures (see **Methods/ techniques)** around a common theme and usually utilizing different speakers (lecturers).

Meeting. A coming together of a group of people to discuss and/or decide on an activity or subject of common interest. Generally meetings can be identified as informational and/or problem solving.

On-the-job training. Occupational training and education conducted on-site in the work environment, and under actual conditions of expected job performance.

Retreat. The conducting of a program at a location which minimizes all outside communication in order to focus on a specific subject in a short period of time.

Seminar. A small group, with a leader having specific expertise, preparing and presenting reports for discussion and analysis.

Symposium. A formal series of meetings designed to bring together individuals with common interests and backgrounds to present, hear, and discuss a specific subject. Experts are used, but the emphasis is upon the active involvement of the participants.

Teleconference. **Teletraining**. The method of long distance instruction via a telephone system or other closed circuit electronic media.

Workshop. People with common interests engaging in instructional activities to gain new knowledge, skills and attitudes. Experts are used, but primary responsibility for instruction and learning is borne by the participants. Utilizes general and small group, face-to-face sessions.

Design. **Training Design.** A process of instructional development utilizing job and task analyses to develop training specifications (activities). Includes developing objectives and performance measures, entry level skills and knowledge, and the training format, settings and processes.

Development. Within human resource development, a process of guided personal growth and improvement of individuals over time.

Course/Instructional Development. Within human resource development, course or program design via the establishment of learning activities, selection of media, and the review, selection and tryout of course materials.

Diagnosis. See **Analysis**.

Diploma. See **Certificate**.

Discussion. See **Methods/techniques**.

Education. The acquisition of knowledge, skills and ability through learning, study and experience. Within human resource development, the preparation for career advancement and growth into new careers, occupations and positions through a planned sequence of learning, study and experience.

Employee. A person who works for another person or organization for pay.

Employee development. A process of strengthening employees' occupational skill for the betterment of themselves and the organization.

Employee involvement. Employee participation. Involvement of employees in decisions affecting their work. Within human resource development, the participation of employees in the identification of educational and training needs, methods, delivery, and evaluation.

Employee assistance. **Employee assistance programs (E.A.P)**. A process of aiding employees with personal problems affecting their performance by providing professional counseling and reasonable adjustments at work to facilitate resolution of the problems.

Enabling learning objective. See **objective**.

Entry-level skills. Knowledge and competencies a person should have at the beginning of an educational or training program in order to succeed in the program.
Entry-level test. A measurement and assessment of entry-level skills.

Environment. **Learning environment**. Within human resource development, the physical, social, cultural and psychological conditions that influence the willingness and potential for learning by an individual or group.

Evaluation. A systematic process of obtaining and assessing information (feedback) to be used in making decisions. Within human resource development, receiving feedback from program activities to assess the attainment of objectives and standards, and guide program direction and modification.
The fourth of four basic activities in conducting an education or training program - planning, organizing, implementing and **evaluating**.
The sixth and highest level in the six levels of cognative learning by Bloom (1984), judging the merit of an activity or idea, or finding a solution to a problem.

Follow-up evaluation. The process of assessing the extent to which a program resulted in the desired changes in behavior of participants back on the job, based on information obtained at designated periods of time following program.
Formative evaluation. The process of assessing the quality of a program from information obtained during the design stage.

Implementive evaluation. The process of assessing the quality of a program from information obtained while the program is being conducted.

Statistical evaluation. The process of mathematically assessing numerical or quantitative information.

Summative evaluation. The process of assessing the quality of a program from information obtained at the conclusion of the program.

Executive development. Educational programs and activities to facilitate the personal and professional growth of senior level managers, or chief officers of an organization.

Experiential learning. An educational or training process that places persons in life-like situations, events or exercises requiring decisions based on learned knowledge and skills.

Extension education. See **Adult education**.

Facilitate. A process of assisting persons and groups in achieving their personal and professional or occupational objectives.

Facilitator. **Group Facilitator**. The designer and manager of instructional processes for enabling learners, or groups, to acquire knowledge, skills, and/or attitudes. Refer also to **Instructor.**

Facilities. Space and equipment set aside for specific purposes, e.g., educational or training facilities.

Feedback. A process by which information is obtained on the effects or consequences of action taken in order to guide program and/or individual assessment, re-direction and modification.

Focus group. A process in which persons in a small group are guided through an open discussion centered upon their perceptions of a program, activity or product.

Follow-up evaluation. See **Evaluation**.

Formative evaluation. See **Evaluation**.

Forum. See **Delivery systems/formats**.

Functional illiteracy. The lack of one or a combination of basic skills necessary to communicate effectively in written or arithmetic forms, e.g., reading of operational manuals or instructional materials, as well as preparing written memos and the giving of instruction.

Games. See **Methods/techniques**.

General learning objective. See **Objective**.

Goal. A statement of purpose or intent, in agreement with the mission of the organization, or

an individuals's long-range plan, with specified outcomes, and generally a long time frame for completion, e.g. three or more years. Refer also to **Terminal goals**.

Group Dynamics. The interrelationships of personalities and behaviors in a group and the process of influencing those interrelationships.

Hierarchy (of objectives). See **Objective**.

Human resource accounting. An accounting procedure describing the monetary worth of the human resources of an organization, and analysis of any changes of these resources, such as the value of a person who received training or education.

Human resource development. (1) The process of determining the optimum methods of developing and improving the human resources of an organization. (2) The systematic improvement of the performance and productivity of employees through training, education, development and leadership, for the mutual attainment of organizational and personal goals. Refer also to **Training and development**.

Human resource management. The functions carried out to hire, place, remunerate, develop and evaluate the employees of an organization. Specific activities may include planning, recruiting, selection and staffing, compensation and benefits, labor relations, human resource development, organizational development, job design, performance appraisal, occupational safety, employee assistance, affirmative action administration, and human resource information systems management.

Human resource planning. Determining the present and future human resource needs of an organization, achieving an optimal match of individuals with organizational needs, and developing strategies to meet the identified needs.

Manpower planning. Workforce planning. The development of labor market forecasts and econometric models by governments, corporations, and other organizations] to project required numbers in occupations, and the planning of human resource development. Includes recruitment, and selection, as well as training and education programs to provide a supply of trained people for jobs as they become available.

Illiteracy. The lack of reading and writing skills.

Implement. Implementing. Within human resource development, the process in which a planned program is conducted. Activities include setting the climate, delivering the program, seeking formative, implementive and summative evaluation, and documenting the activities. The third of four basic activities in conducting an education or training program - planning, organizing, *implementing* and evaluating.

Implementive Evaluation. See **Evaluation**.

Individual development. A process of designing and implementing a personal and systematic plan of learning and improvement.

Individualized education. **Individualized learning**. Education and training to facilitate individual development, based on acceptable objectives and reflecting an individual's learning style.

In-house education. **In-service education**. Training or education specifically designed for employees and provided by the organization.

Instruction. The development of learning objectives, subject materials, equipment, methodology, evaluation mechanisms and facilities into an instructional plan, and the presentation of that plan to enable learners to progress toward specified educational goals.

Instructional design. The development of a plan of instruction, giving a description of the learners, general learning objectives, specific performance objectives, performance measures, and at least an outline of the instruction to be given.

Instructional hour. A measure of actual teaching time. Used in formulas to determine instructional costs and teaching loads. Generally, one instructional hour is equivalent to 50 to 60 minutes of instruction.

Instructional objectives. See **objective - general learning objective**.

Instructional systems. The design, evaluation and redesign of instruction into organized units and programs for the attainment of specific purposes or objectives that are determined by the organization conducting the programs. Refer also to Systems Design.

Instructional technology. **Learning technology**. The systematic application of state-of-the-art theory and practice to the design, development, implementation and evaluation of training and instruction.

Instructor. A person who delivers instruction using an organized plan, enabling learners to progress toward instructional objectives. He/she also may identify learner needs; organize content material, methodology, equipment and facilities into a teaching plan; and assess the success of the plan.

Internship. See **Delivery systems/formats**.

Intervention. A planned action to affect an issue or activity in order to change its course and outcome. In human resource development, (1) the development and delivery of a plan to alter present organizational directions or practices, and (2) the introduction of a new action or variable in a simulation or case study.

Job aids. Printed materials (charts, decision trees, checklists, and other concise printed material) placed on or near equipment or work stations that enable persons to perform their work effectively without formal instruction.

Job analysis. The process of obtaining a detailed listing of the duties and tasks to be performed, and the skills and knowledge required for competent performance in a specific job. Refer also to **DACUM**.

Job description. The tasks and responsibilities of a job, together with such factors as knowledge and skill required, working conditions, supervisory designation, relationship with other jobs, salary (or salary classification), and so forth.

Job design. The process of defining how tasks will be carried out, and the authority and systems to be utilized in individual jobs.

Job model. **Benchmark positions**. Specific jobs or positions that represent other similar jobs, and are used to determine needed training and development for all the inclusive jobs.

Job performance measure. A test or other measurement to assess a person's proficiency in a specific job task.

Job planning and review. The cyclical process of (1) defining work responsibilities within the framework of the work unit's current responsibilities, (2) planning and defining the next time period's objectives/standards (mutually agreed upon), (3) reviewing the outcomes at a later designated time, and (4) redefining future objectives. Performance appraisal evolves out of this process.

Knowledge. The learning and recognition of information, data or facts. The first and lowest level of learning in the six levels of cognitive learning of Bloom (1984).

Laboratory. An instructional setting in which the conditions of a job are simulated, or a new environment established, to allow hands-on application of behaviors to be acquired.

Leadership. The process of guiding or influencing the actions of an individual or a group toward the accomplishment of desired goals and objectives.

Leadership training. Educational programs providing knowledge and skill development in the functions of leadership.

Learn, learning. The gaining of knowledge, skills, attitudes and values through systematic education and training, and unsystematic life experiences.

Learning moment. Teachable Moment. The occurrence when information, data and concepts come together in a new way, a "learning breakthrough" is achieved, and

knowledge and/or skills are gained.

Learning contract. See **Methods/techniques**.

Learning Technology. See **Instructional technology**.

Lecture. See **Methods/techniques**.

Lecture Series. See **Delivery systems/formats**.

Lesson plan. An instructor's primary instructional document, outlining and describing instructor and participant objectives, activities, required resources, and performance measures.

Lifelong learning. The process by which adults continue to systematically acquire formal and/or informal education throughout their lives to maintain and improve occupational skills or personal development.

Listening, Active. While listening, making inferences regarding feelings expressed by a speaker, and reflecting these back to the speaker for verification. Differentiating between the intellectual and emotional content of a message.

Line. The persons or units directly responsible for accomplishing the basic goals of the organization.

Staff. The persons or units responsible for assisting or advising line personnel. Human Resource Development is generally considered a staff function.

Management Development. The systematic education and training of persons in the functions and competencies of management.

Management skills. The competencies necessary for carrying out such management functions as planning, organizing, staffing, leading, motivating, delegating and controlling.

Manpower development. No longer used. See **Human resource development**.

Manpower planning. See **Human resource planning**.

Marketing. Within human resource development, the activities comprising the promotion of a program, including the identification of the target population, preparation of promotional materials, distribution, registration, and evaluation.

Advertising. The specific function within marketing that informs the target population of the program and promotes its benefits.

Media. Materials and resources used to transmit instructional material, including electronic equipment, projection equipment, printed materials, and so forth.

Audio-visual. Audio visual aids. Defined similarly to **Media**, but generally referring to projection and audio equipment such as video, movie and slide projectors, tape recorders, and so forth.

Meeting. See **Delivery systems/formats**.

Mentor. An experienced person who sponsors, guides and teaches a person with less experience about organizational and occupational responsibilities, politics and culture.

Methods/techniques. Instructional strategies used in human resource development to enable persons to achieve learning objectives. Methods are general instructional strategies used to facilitate learning and through group instruction, group participation, and individual instruction. Techniques are specific strategies within a method, e.g., the group participation method includes brainstorming, case study, discussion, games, role playing, and simulation techniques.

Method: **Group Instruction**.
Techniques:

Classroom training. Lectures, demonstrations and discussions for trainee participation are conducted in a classroom setting.
Demonstration. A process or procedure is shown in a step-by-step sequence. Usually followed with learners repeating the procedure.
Lecture. An instructional speech organized and presented in logical steps.
Lecturette. A short lecture, usually not lasting more than 15 to 20 minutes.
Question-and-answer method (Q & A). An exchange between a person(s) who makes an inquiry and an individual who responds.

Method: **Group Participation.**
Techniques:

Brainstorming. A highly supportive generation of ideas over a short period of time, with emphasis on rapid, free-wheeling production of ideas, accepted without judgement. The ideas produced are then more carefully evaluated for their feasibility.
Case (case study, case incident). The application of concepts and decision making through the analysis of a real-life situation. A **case study** is usually longer in length, with full background and supporting information, whereas a **case incident** or **critical incident** is shorter (one to three pages), and describing a very specific situation.
Discussion. Guided conversation among learners to encourage constructive thinking and interaction.
Games. Simulated competitive activities with specific rules, designed to represent a real-life

decision making situation.

Role playing. The acting out of real-life situations, followed with discussion and reflection.

Simulation. Instruction in a setting as close as possible to the actual environment in which the learned knowledge and skills will be used, with learners trying out the skills and knowledge, and receiving feedback.

Method: **Individual Instruction.**
Techniques:

Computer assisted instruction (CAI). **Computer based training (CBT)**. An educational method in which instructional material is totally or primarily presented by computer to individual learners.

Computer managed instruction. An educational method in which instructional material is presented through various methods, and the computer serves as an instrument for evaluation and record keeping.

Contract learning. **Learning contract**. Guided by an instructor, a learner develops specific learning objectives, strategies to implement the objectives, specific outcomes or evidence of accomplishment, and evaluative procedures and measures.

Correspondence study. Structured units of information, assignments and examinations presented via mailed instruction and readings, and increasingly via audio and video tape, with or without readings.

Programmed instruction. Instruction designed so the learner can proceed through a specific body of knowledge in small steps of alternating instructional input and assessment, with minimal or no instructor involvement. May be presented via print, computer, compact disk, interactive video disk, and so forth.

Model. **Model building**. The development of theoretical and practical frameworks which describe complex ideas in understandable and usable ways.

Module. **Unit**. An instructional package containing all learning or performance objectives, activities, readings, references and assessments or tests. Usually a part of a set of modules or course.

Needs. The discrepancies identified when present behavior or performance are compared to desired or required behavior or performance.

Learning needs. The learning discrepancies identified when present understanding of a subject or skill are compared to desired or required understanding.

Nonlearning needs. The activities, policies, materials and/or equipment which are identified during a needs analysis as missing, but necessary.

Needs analysis. **Needs assessment**. The process of identifying the discrepancies between present and desired/required behavior or performance of an individual or group.

Noncredit. Instruction conducted by an educational provider that does not carry credit toward a diploma, certificate or degree.

Norm. An individual or group standard upon which performance is compared.

Objective. The aim or purpose of a course of action.

Affective objective. An objective that describes specific emotions or feelings that learners will have as the result of specific instructional activities.

Behavioral objective. An objective that describes specific behaviors a person will do as the result of specific instructional activities.

Cognitive objective. An objective that describes specific knowledge or concepts that learners will comprehend as the result of specific instructional activities.

Enabling learning objective. An objective that supports the attainment of a terminal learning objective.

General learning objective. **Instructional objective**. An objective that describes in general, positive terms the desired changes in the learners' actions, thoughts and/or feelings as the result of specific instructional activities.

Hierarchy of objectives. Objectives that describe a range of cognitive aims or purposes, ranging from simple recall to problem solving and evaluating. The cognitive learning hierarchy developed by Bloom (1984) is knowledge, comprehension, application, analysis, synthesis and evaluation.

Performance objective. **Psychomotor objective**. An objective that describes specific behaviors that involve physical and mental coordination, which learners will do as the result of specific instructional activities.

Specific learning objective. An objective that describes what the learner will do as the result of specific instructional activities, and that supports a previously identified general learning objective.

Terminal learning objective. An objective that states the specific performances the learner will do after the successful completion of a series of enabling objectives.

Observable behavior. Actions and performances that can be seen and measured.

Occupation. The work, business, or pursuit a person engages in as a vocation.

Occupational analysis. A detailed systematic listing of the tasks and performances of an occupation, and the general and technical knowledge needed to adequately perform the occupation.

Occupational survey. See **Survey**.

Off-the-shelf programs. **Packaged programs**. Instructional courses or programs designed by an organization to be sold to organizations, frequently without further involvement of the selling organization.

On-the-job training. See **Delivery systems/formats**.

Organization. A group of people carrying out various tasks which are coordinated to contribute to established goals.

Organization Analysis. **Organization design**. The process of defining how tasks and supervision of those tasks will be organized within a system of units and individual jobs.

Organizational development. A process of introducing, establishing and reinforcing planned change within the organization for the purpose of improving the effectiveness and motivation of the people within the organization.

Organize. **Organizing**. The second of four basic activities in conducting an education or training program - planning, *organizing*, implementing and evaluating. Includes such activities as designing the programs, selecting and scheduling resources, and securing materials and facilities.

Orientation education. Programs for new employees, informing them of organizational policies, practices and procedures.

Packaged programs. See **Off-the-shelf Programs**.

Panel. See **Delivery Systems/formats**.

Paraprofessional. **Semiprofessional**. A person who assists professional personnel to carry out their responsibilities.

Participant. **Enrollee**. **Registrant**. **Student**. A person who registers, enrolls, volunteers or contracts to be a learner in a course, class, workshop, or other learning experience.

Active participation. Instructional activities that involve the learners in the learning experiences. Also see **Methods/techniques (Group Methods, Participation).**

Passive/receptive participation. Instructional activities in which learners are only seeing and listening, e.g., lecture, films.

Participant aids. **Learning aids**. Audio-visual materials developed to help participants learn. Examples include readings, audio and video instructional tapes, computer programs, laboratory activities, and simulations.

Pedagogy. The art and science of teaching which is content centered. An educational process which places primary responsibility for teaching upon the teacher/instructor rather than upon the learner. Refer also to **Andragogy**.

Performance. The observable activities carried out by persons in their work.

Performance analysis. The evaluation of a person's work through direct observation and/or testing.

Performance appraisal. The periodic review of an individual's work compared with previously agreed upon objectives (and standards), usually with one's supervisor.

Performance discrepancy. An identified difference between desired and actual behavior for a specific situation. Refer also to **Need** and **Needs Analysis**.

Performance standard. **Performance criteria**. An accepted measure of work performance, used to compare actual performance.

Performance test. An appraisal instrument used to evaluate work performance.

Personnel. The persons employed by an organization.

Personnel information systems. **Human resource information systems**. The data systems, often computerized, which focus on the acquisition and dissemination of data about the human resources of an organization.

Personnel research. The planned inquiry and analysis of the personnel (human resources) of an organization through the collection of data, the use of quantitative and/or qualitative techniques to analyze the data, and the reporting of the research process and conclusions.

Plan. A detailed statement of goals, objectives, procedures, and budget,formulated beforehand, for doing, conducting, or making something.

Planning. A process to develop a plan consisting of defining purposes and goals, developing objectives, identifying resources, developing alternatives, selecting and testing alternatives, and deciding on a final plan.

The initial development of an educational or training program. Activities include defining the target population, developing general learning objectives, developing the budget, identifying possible resources.

The first of four basic activities in conducting an education or training program - *planning*, organizing, implementing and evaluating.

Population. Within a statistical reference, the entire group of individuals from which samples being studied are presumed to have come.

Target population. Within human resource development, an identified group for which instruction is designed, presented, and evaluated.

Post-test. An evaluation of on-the-job performance after the conclusion of an educational or training program to determine the accomplishment of learning objectives (knowledge gained/skills learned) in the program.

Pre-requisite. **Prerequisite**. Specific competencies or actions required by a learner prior to

participating in an educational or training program in order to fully benefit from the program. Refer also to entry-level skills.

Pre-retirement education. Learning activities designed to assist persons in designing and implementing a personal plan for retirement.

Retirement Planning. Apprising people soon to retire of their organizational and government benefits, support systems in the community, and other timely information.

Pretest. An evaluation of learners prior to, or at the beginning of an educational or training program to identify entering competencies. Also used to identify remedial instruction requirements.

Pre-service education/training. Occupational education or job instruction developed or arranged for employees prior to the beginning of a job.

Process. The designing of a set of learning activities that will present, in a systematic order, some subject material or content. The "how" of education , in contrast to the subject or content of educational programs, which is the "what" of education (e.g., content matter).

Process expert. A person with competence in designing effective learning activities and/or analyzing and reflecting the interaction between members of a group. Refer also to **Content expert**.

Profession. An occupation requiring extensive specialized education.

Program design. The development of objectives, procedures, methods, and strategies for the instruction of specified knowledge and/or skills for a specified group of learners.

Programmed instruction. See **Methods/techniques**.

Psychometrics. The use of quantitative methods and data to measure and analyze sociological and psychological data.

Psychomotor objective. See **Objective - performance objective**.

Quality of work life (QWL). The people, leadership, physical working conditions, and policies and procedures that collectively determine the environment of work. Within human resource development, the name attached to programs in organizations with the purpose of enhancing the QWL.

Question-and-answer method. See **Methods/techniques**.

Questionnaire. A set of written statements on a specific topic(s) to which individuals are asked to respond.

Rating scales. Instruments that provide a scale of values for evaluating something or someone.

Recall. An instructional process which emphasizes the citing (computing, defining, describing, measuring) of the content presented. The second of four major instructional processes - recognition, *recall*, application and transfer.

Recognition. An instructional process which emphasizes the simple restating (find, duplicate, identify, list, state) of the content presented.
The first of four major instructional processes - *recognition*, recall, application and transfer.

Records management. Within human resource development, the tasks involved in collecting, compiling, analyzing and reporting data or records on programs presented, people attending, knowledge or skills gained, and objectives accomplished. Also see **personnel information systems**.

Registrant. See **Participant**.

Reinforcement. Within human resource development, learning activities that increase the acquisition and retention of knowledge or skills taught.

Positive reinforcement. The process of rewarding acquired knowledge or skills in order to encourage the learner to maintain them.

Negative reinforcement. The process of strengthening acquired knowledge or skills through the removal of unpleasant stimuli.

Reliability. The extent to which an evaluation instrument or process provides the same information when the process is repeated. Refer also to **Evaluation, Statistical evaluation**.

Remedial education. See **adult basic education**.

Research. See **Personnel research**.

Resource person. See **Consultant**.

Retirement planning. See **Pre-retirement education**.

Retraining. **Cross training**. The education and/or training of persons to give them additional employable skills. This includes the acquisition of new knowledge, skills and attitudes.

Retreat. See **Delivery systems/formats**.

Role. The position(s) held, and functions performed by persons in organizational environments.

Role model. A person whose behavior is observed and emulated by others.

Role playing. See **Methods/techniques**.

Selection/Staffing. One of the human resource responsibilities in which people's capabilities and career goals are matched as closely as possible with jobs/positions and career paths.

Self development. The planning and initiation of activities individuals perceive will benefit the advancement of their career.

Self-directed learning. A process in which individuals take responsibility for planning, organizing, implementing, and evaluating their educational endeavors.

Self-fulfilling prophecy. The process that occurs when persons have perceptions or expectations of individuals, and treat them differently because of those expectations, with the result being the individuals reacting to that treatment in ways that confirm the expectation. Also referred to as the Pygmalion effect.

Seminar. See **Delivery systems/format**.

Sequential learning. An instructional process which provides for increasingly more difficult, more abstract and problem-centered learning, built upon previous knowledge and skills, and based on planned desired outcomes.

Simulation. See **Methods/techniques**.

Skill. The learned capability to perform an action requiring both applied knowledge (mind) and psycho-motor abilities (body).

Specific learning objective. See **Objective**.

Staff. See **Line**.

Staff aids. **Instructional aids.** Program materials needed by the program staff. This would include extra sets of readings, pens, tape, extension cords, small tools, and so forth.

Standard. A measurable requirement of performance, stated in a quantitative and/or qualitative framework, against which actual performance is evaluated.

Stress management training. Instruction (knowledge, skills and attitudes) in the handling of personal and/or organizational pressure, anxiety and tension. An example of training conducted in human resource development.

Student. See **Participant**.

Subject. Content. The subject matter of instructional programs, i.e., the "what" of training, education and development. Usually referred to in comparison to Process, the "how" of instruction.

Content Aids. Instructional materials that provide subject matter, such as readings, films, tapes, computer programs.

Subject matter expert. Content expert. A person qualified and experienced in a specific area of content and/or skills.

Summative evaluation. See **Evaluation**.

Supervisor. A person responsible for assigning, educating, training, overseeing and evaluating the work of other persons.

Supervisor training. Instructional programs for developing the knowledge, and practicing the tasks of supervision. An example of training conducted in human resource development.

Survey. The collection of data from a group through interviews and/or questionnaires.

Occupational survey. A survey to determine the number of positions, the number and kind of persons presently in these positions, and the kind of person needed to fill the position.

Symposium. See **Methods/techniques**.

Synthesis. Within human resource development, the level of learning requiring the bringing together of various data and information to solve problems, and/or make predictions. The fifth level of the six levels of cognative learning by Bloom (1984).

Systems. An entity (activity, function, group, organization, etc.) with interdependent parts, or subsystems, organized around a purpose, or goal.

Systems approach to human resource development. The orderly, iterative process of systematic analysis, design, development, implementation and evaluation of HRD to assure the programming being presented is essential for organizational and personal development, and is effectively delivered.

Systems analysis. An orderly, iterative process of examining a problem by identifying the overall system and purpose, the subsystems impacting the problem, alternative solutions, implementation of the optimal solution(s), and evaluation of the results.

Systems design. A process of developing an activity or program (e.g. instructional systems) that includes all appropriate subsystems, a feedback system, adjustment capabilities, and is driven by an overall goal and operational objectives.

Task. A well defined unit of work with an identifiable beginning, two or more elements or activities, and a specific ending.

Task analysis. The systematic process of examining a task to identify conditions, standards, activities, and required knowledge and skills.

Taxonomy. A classification system, used here in reference to a classification system of educational objectives. Also see **Objectives - Hierarchy of objectives**.

Teach. **Teaching skill**. See **Instruction**.

Teacher. See **Instructor**.

Technical education. **Technical training**. Instruction that provides the development of judgmental and manipulative skills, and involves applied knowledge in such areas as science, mathematics, manufacturing and constructive processes, and human relations. An example of training conducted in human resource development.

Teleconference. **Teletraining**. See **Delivery systems/formats.**

Terminal learning objective. See **Objective**.

Terminal goals. Within human resource development, a general level of accomplishment one can expect to reach at the end of a given learning experience.

Test. An instrument or technique that equally measures, or provides feedback on, everyone's performance by providing (1) a common activity, problem, or set of questions which every participant completes, (2) a common set of instructions, and (3) common rules or measures for evaluating the responses.

Progress test. A test that evaluates (provides feedback) on a person's ongoing performance in order to better decide what action should be taken.

Theory. Any conceptual representation or explanation of a phenomenon. Within human resource development, conceptual representation or explanation of how human beings change and develop.

Five theories widely used in human resource development:

Behavioral. The theory that human beings change behavior directly through reinforcement.
Experiential. The theory that human beings change as a result of examining their own experiences.
Interactional. **Role**. The theory that human beings change as a result of an orientation to the expectations of others. This theory is based on social interaction theory.

Motivational. The theory that human beings change as a result of focusing their attention on goals.

Rational. The theory that human beings change behavior as a result of changing beliefs and attitudes.

Trade. An occupation which usually requires a period of apprenticeship. Provides mastery of a well-defined group of primarily mechanical skills.

Trainee. A person involved in a training program to acquire a prescribed set of knowledge, skills and attitudes.

Trainer. A person who instructs others, or facilitates others' learning, through various methodologies, in acquiring specific job-related knowledge, skills, and attitudes.

Training and development. The identification, assessment and provision of planned learning activities to help persons acquire the necessary competencies to perform current and/or future occupational skills. See Human Resource Development.

Training. The instructional activities that are designed to lead primarily to the acquisition of job-related knowledge, skills, and attitudes.

Training setting. The environment or facilities in which training is conducted. Includes the classroom, laboratory, workshop, on-the-job training, simulation and self-study.

Transfer. An instructional process which emphasizes the application of learning (knowledge and skills) in the work environment.
The fourth of four major instructional processes - recognition, recall, application and *transfer*.

Transfer agent. A person who helps individuals apply learning in the work environment.

Union/labor relations. The area of human resource practice that focuses on the development of effective relationships between the employers, or management, and organized employees or labor.

Unit. See **Module**.

Unskilled. **Unskilled worker**. A category of occupations usually involving routine, and primarily physical, tasks which do not require specialized training.

Unskilled worker. A person without specialized occupational competencies.

Up-grading. The process of increasing or raising the expected performance and/or knowledge and skills of individuals and occupations.

Validity. The extent to which an evaluation instrument or process provides accurate information i.e., it measures what is purports to measure. Refer also to **Evaluation, Statistical evaluation**.

Wellness program. Instructional programs having the overall goal of improving a person's physical and psychological health. Includes such topics as stress management, aerobics, exercise, diet control, smoking cessation and blood pressure reduction, and personal communication. An example of training in human resource development.

Work. The performance of specific tasks which results in the production of items or services.

Work environment. The setting or facility where work is done.

Work force. The total group of employees having common working conditions, e.g., the work force of ABC company, or the work force on the third shift.

Workshop. See **Delivery systems/format**.

Appendix

The Review Panel for the Study That Selected and Defined the Words and Phrases For *The Dictionary for Human Resource Development*

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